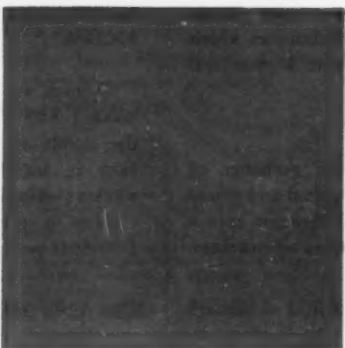
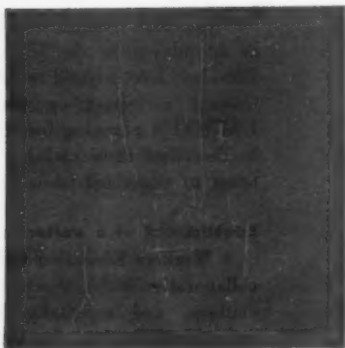


NOVEMBER 1951

Sixth General Conference of UNESCO (See pages 2, 6-8)

AFT President John Eklund, one of the U.S. advisers appointed by the Secretary of State, is in the second row, second from the right.

The American Teacher





JOHN M. EKLUND

UNESCO plans projects of special interest to organized labor

ON HIS return from Paris, where he attended the Sixth General Conference of UNESCO as an adviser to the U. S. delegation, AFT President John Eklund sent the AFT Executive Council a report on the program which UNESCO is planning for 1952. In this report he described three major projects of vital interest to organized labor.

Establishment of a workers education center

A Workers Education Center, established in collaboration with competent international associations, and especially international trade union organizations, for the purpose of training specialists in workers education and improving the methods used in that field, will be operated by UNESCO for three months in the summer or early fall of 1952. Particular attention will be given to courses and techniques in the field of international understanding.

"A budgetary item of \$40,000 has been appropriated for this project," reported Mr. Eklund. "The site of the center will be in or near Paris. For several years the World Association of Workers Education—and more recently the ICFTU—has been keenly interested in the setting up of this program. It is now a formal part of the 1952 program and represents a real challenge to the Free Labor World to make use of the skills and techniques which can be made available to worker leaders and teachers by UNESCO."

Exchange of workers

To promote the international exchange of workers it is planned that individual and group travel grants will be awarded through appropriate international organizations of workers.

The amount allocated for these travel grants to workers is \$40,000. It is proposed that two-thirds of this amount be spent for group exchanges in Western Europe and one-third elsewhere. "In speaking to this purpose," reported Mr. Eklund, "we, the labor delegates, urged that the one-third be spent in the American hemisphere, with particular attention to the Latin American nations where the trade union movement is being built. An exchange program following a consultative conference between the UNESCO regional office and the ICFTU regional office (both in Havana) would probably be a most profitable way of stimulating the trade union movement and international understanding among the American states."

UNESCO fellowships for workers

Another project included in the 1952 program calls for the provision of 10 UNESCO fellowships for qualified worker candidates who may not have the usual academic qualifications but wish to pursue special studies abroad. In the selection of such candidates the competent international organization will be consulted, as well as the member states and the bona fide trade union organizations thereof. The amount budgeted for these fellowships is approximately \$30,000.

"I think we may hope that with these steps taken UNESCO may be brought down out of the clouds and become a meaningful experience in international understanding to free workers everywhere," Mr. Eklund concluded.

(For a report on other phases of the UNESCO program, see pages 6-8.)

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*AFL convention acts
to support public education
and defend teachers' rights*

THE seventieth annual convention of the American Federation of Labor, meeting in San Francisco September 17-25, 1951, adopted a strong program in support of public education and of teacher's rights.

In its introductory statement the education committee declared: "In the complex society in which we live it is no longer sufficient merely to give support to programs providing better financial support to the schools. Organized labor must assist in a practical and functional manner in evaluating the school program and in providing for children and youth the education and training which they need in a highly industrialized and highly complex civilization."

The teacher's rights

The convention unanimously adopted the following statement on the rights of teachers, to serve as a guide for local and state labor bodies in assisting teachers in negotiating better working conditions:

1. Teachers must be free to teach the truth and to have personal freedom to lead their lives as citizens of the United States.
2. Teachers should have freedom to join organizations of their own choosing and should not be compelled to join non-union organizations.
3. Teachers should have the right of collective bargaining and adequate machinery for settling grievances.
4. Teachers should have salaries which are commensurate with their costly training and their service to the community and the nation.
5. Teachers should live and work in an atmosphere of democracy.

Financial support of the schools

The convention adopted a strong resolution demanding adequate financial support for the nation's schools and urging all affiliated bodies to assist in securing adequate funds for educational purposes at local, state, and national levels. The AFL committee on taxation was requested to prepare a program of local, state,



**IRVIN R.
KUENZLI**

and national taxation as a guide for labor bodies in working for adequate financial support for the schools.

The convention reiterated its traditional stand in favor of federal aid to education and urged that income from tidal oil lands, which have been declared by the U.S. Supreme Court to be federal property, be used for the support of the nation's schools.

The convention urged also that federal funds be provided for a program of workers education under the direction of the U.S. Department of Labor. A resolution was again adopted urging that federal funds be provided for more extensive research services in the Office of Education and condemning its use of the research facilities of private agencies and organizations instead of carrying on its own research.

Additional pay for overtime work of teachers

The convention took a strong stand against the common practice of assigning work to teachers, beyond a reasonable working day, without additional compensation. On this subject the convention declared, in part:

WHEREAS, Thousands of teachers in the United States are required to perform overtime work, in addition to their full day's work of teaching, without any additional pay; and

WHEREAS, Work performed without compensation by any group of workers tends to lower the standards of all workers; therefore be it

Resolved, That the AFL go on record condemning the practice of compelling teachers to work after regular hours without additional pay; and be it further

Resolved, That all affiliated bodies be urged to support union teachers in their efforts to secure additional pay for overtime work in addition to the regular hours of work.

Attacks on the public school system

Recognizing current attacks on the nation's school system as programs sponsored by the traditional enemies of public education, the convention declared: "For many years the AFL has actively opposed those organizations and movements which, under false flags of nationalism or alleged patriotism, have attacked the public schools for the real purpose of reducing taxes for the support of education. Labor must continue its campaign against such unfair and unpatriotic attacks on one of the chief bulwarks of our democratic society—the public school system. Those who attack the public school system for selfish purposes undermine the basic structure of our democratic government."

Investigation of anti-labor propaganda in the public schools

Striking at current programs of using the schools as a medium for anti-labor propaganda and at the inadequate and unfair presentation in the public schools of the philosophy and accomplishments of organized labor, the convention adopted the following program of action:

1. All affiliated local and state bodies should make a careful study of the needs and practices of their local and state school systems.
2. Organized labor should actively seek representation on local and state boards of education. This is a vital phase of organized labor's program of action which is seriously neglected.
3. Committees from central labor bodies should call on superintendents of schools to make inquiry as to what is taught about organized labor and by whom. This inquiry should include a request to see statements in textbooks about the labor movement. Generally textbooks are grossly inadequate and deficient in the presentation of the history, aims, and accomplishments of organized labor. In some cases authors of school textbooks have been instructed to make no favorable mention of organized labor, since textbooks generally are purchased by school boards which are anti-labor. Only by asserting its rights in this matter can organized labor correct this unfair presentation of the labor movement in the public schools.
4. Affiliated local and state labor bodies should assist in the program of organizing teachers within the ranks of the AFL. This does not mean that union teachers should be propagandists for organized labor, but teachers affiliated with the labor movement are in a much better position to present a true picture of the aims and accomplishments of

the labor movement.

5. Local and state labor bodies should investigate carefully education-industry days on which schools are dismissed so teachers and their pupils may visit factories and business institutions, to make sure that such visits are not used as a camouflaged program for attacking organized labor. In many places these programs, which are sponsored by organized industry, have been so used.

6. The permanent committee on education and the Workers Education Bureau are requested to cooperate in carrying forward this functional program for improving the school system of the United States.

Support for the new International Federation of Free Teachers Unions (IFFTU)

Recognizing the newly organized International Federation of Free Teachers Unions as a vital factor in the world-wide battle for the defense of democracy, the convention urged all affiliated bodies "to cooperate with the recently organized teachers' secretariat of the International Confederation of Free Trade Unions (ICFTU). This international body of free teachers' unions will battle against the use of the schools as a means of spreading Communist propaganda and will support the aims and objectives of the ICFTU."

Opposition to thought control

The convention took the position that Communists, and fellow-travelers who teach the Communist philosophy, should not be permitted to teach in the classrooms of the United States, but that teachers should be permitted to teach what Communism is and what its disadvantages are as compared with democracy.

The following statement, presented by the committee on education, was unanimously adopted:

"The committee felt strongly that while American boys are fighting and dying in Korea for the defense of freedom and democracy, it is unfair to permit the enemies of freedom and democracy to teach the children and youth of the United States. The free labor movement of the United States, one of the most powerful forces in the world against totalitarianism, must battle against the teaching of totalitarianism and the undermining of the structure of democracy in the classrooms of the nation."

At the same time the convention condemned the practice of labeling as Communists liberal thinkers and union leaders who are loyal to the principles of American democracy.

Irvin R. Kuenzli

Practical Program for Education among Important Achievements of General UNESCO Conference

The American Federation of Teachers was represented at the Sixth General Conference of UNESCO by President John M. Eklund.

A MORE vigorous program in support of the United Nations as an international agency of collective security, and adoption of a broad, imaginative program in the field of fundamental education, were among the outstanding developments of the Sixth General Conference of UNESCO, held in Paris from June 18 to July 11.

Support of UN as an agency of collective security

Action in support of the United Nations was spearheaded by UN Secretary-General Trygve Lie in an address at the opening session. Mr. Lie asserted that because of the action of UN forces in resisting aggression in Korea, "the development of collective security against war anywhere in the world has been greatly enhanced. UNESCO has a key position in the effort which the United Nations organizations must now make to realize in an unsettled world the great purposes for which they were established."

A resolution affirmed "the intention of the General Conference that UNESCO be prepared at the request of the UN Economic and Social Council to assist . . . the action of the United Nations, either to maintain the peace in areas where conflicts are liable to arise, or, after the cessation of hostilities, to restore the normal life of national communities in areas subject to such conflict."

Support for fundamental education

Almost complete unanimity was reached among the delegates in support of UNESCO's fundamental education program. Firm endorsement was given to the establishment of the new

center at Patzcuaro, Mexico, under the sponsorship of UNESCO and the Organization of American States, with the cooperation of the Mexican Government. This is the first of a network of such centers, the purpose of which is to train teachers who will be capable of returning to their countries, where they will carry on literacy work under national or local auspices. Each center will use the locality in which it is established as a proving ground. Trainees will carry out research into the most efficient method of capturing the interest of prospective pupils, and such problems as the teaching of people whose language has no fixed spelling or grammar. They will also produce textbooks, reading books, posters, and films based on their day-to-day experiences in the field, and these may be used as models by countries in the region.

Egypt, Brazil, the Philippines, Lebanon, Iraq, Turkey, Bolivia, and India have all asked for centers. It was decided to leave the location of a second center, to be established in 1952, to the discretion of the Director General and the Executive Board "in the light of requests, needs, and possibilities." The amount set aside for fundamental education in 1952 was \$463,000.

Support for UNESCO's program to combat illiteracy and low living standards was pledged by three other specialized UN agencies: the Food and Agriculture Organization (FAO), the International Labor Organization (ILO), and the World Health Organization (WHO).

UNESCO's program for education

AFT President John Eklund, who was appointed by the Secretary of State as an adviser

to the U.S. delegation, wrote the following report on the educational program developed at the Conference:

"The educational program provides for the continuance of a clearing house for the exchange of information in cooperation with member states and through international organizations. The purpose of the clearing house is to investigate means by which information can be transmitted from one language group to another and to provide a location where documents may be readily available. A directory of educational journals, abstracts on fundamental education, treatment of problems in teacher training and compulsory education thus can be made readily available and enable less developed educational areas to profit from the experience of others.

"The major emphasis in adult education for 1952 will lie in the development of a Workers Education Center. During the summer of 1952 this center will bring workers, leaders, and teachers together from all parts of the world. It will deal for six weeks with workers' education specifically and for six weeks more with the ways in which worker organizations and workers themselves can be drawn into the long-range programs of UNESCO. The Secretariat also will develop a program of technical aid for national and regional seminars which will study methods and techniques.

"UNESCO and the International Bureau of Education this year are setting up a conference devoted entirely to the problems of compulsory

education. Later there will be regional conferences in southeast Asia, and in 1953 there will be a conference in the Middle East. In addition, there will be a follow-up by the use of missions; technical advisers will be given training at UNESCO House and sent out equipped to assist member states in setting up legislative structures and in determining the general philosophy of free and compulsory education.

"There is special emphasis in the 1952 program on the education of women as related to recently won political rights in various parts of the world.

"One of the major portions of the program relating to the special problems of children will be the establishment of the Mental Health Seminar in Europe for the summer of 1952. This seminar will approach problems from the viewpoint of the normal child, with consideration being given to collaboration with the World Federation of Mental Health and to special emotional problems of the children of Europe.

"In 1953, in cooperation with the Division of Social Affairs, the ILO and WHO, a conference will be held in Latin America on the relation of technical progress and social change to education.

"Stress will be placed on education for international understanding. Improvement will be sought in education of pre-school and primary school children, with a view to training based on respect for human dignity and the intellectual and moral solidarity of mankind. The

Labor representatives confer on the opening day of the UNESCO Conference. Standing is AFT President John Eklund. Seated, left to right, are: Hans Gottfurcht, Belgium, Chief of Education Services, ICFTU (International Confederation of Free Trade Unions); Harry Nutt, England, Secretary of the International Federation of Workers Educational Associations; and Frank L. Fernbach, Associate Director of the Department of Education and Research, CIO.



World Council on Early Childhood Education will assist in a comparative inquiry and report to UNESCO.

"Preparations will be made in the coming year for a seminar on the Teaching of Living Languages, focusing on some of the techniques which World War II brought into being, particularly in terms of the fast learning of second languages.

"Following the seminars on the Evaluations of the Teaching of History and Geography in terms of world implications, member states have been invited to examine their textbooks in those two fields. UNESCO will offer clearing facilities for this purpose, with emphasis on teaching about the United Nations and the Specialized Agencies. Education and human rights will be developed by a seminar in 1952, which will bring together the most competent people in secondary education and from teacher training institutions to shape a teaching program from the Declaration of Human Rights.

"Primary attention will be given to UNESCO's educational work with youth."

Areas Assigned by Council to AFT Vice-Presidents

JESSIE BAXTER—Michigan.

CARL A. BENSON—Ohio, West Virginia.

SELMA BORCHARDT—D.C., Maryland, Virginia, North Carolina.

MARY CADIGAN—New Hampshire, Vermont, Massachusetts, Maine.

M. SOPHIE CAMPBELL—Rhode Island, Connecticut.

JOHN FEWKES—Chicago, Iowa, Nebraska.

JAMES FITZPATRICK—Wisconsin, Minnesota, North Dakota, South Dakota.

VERONICA HILL—Louisiana, Mississippi, Texas.

ANN MALONEY—Indiana, Tennessee.

KATHLEEN MCGUIRE—Montana, Wyoming, Idaho, Colorado.

CECILE OLIVER—Washington, Oregon, Alaska, Hawaii.

EDWIN ROSS—California, Nevada, New Mexico, Arizona, Utah.

CATHERINE SHERIDAN—New York, Pennsylvania, Delaware, New Jersey.

ARTHUR SYMOND—Illinois south of Route 6, east of Route 51; Oklahoma, Arkansas, Kansas, Missouri.

MARY WHEELER—Illinois north of Route 6, west of Route 51; Kentucky.

EXECUTIVE COMMITTEE OF COUNCIL—Alabama, Georgia, Florida, South Carolina.

The U. S. Delegation to the Sixth General Conference of UNESCO

Howland H. Sargeant, chairman, Deputy Assistant Secretary of State for Public Affairs.

George D. Stoddard, vice-chairman, president of the University of Illinois and chairman of the U. S. National Commission for UNESCO.

Mrs. Helen Crocker Russell, acting director of the San Francisco Museum of Art and a vice-chairman of the National Commission.

Elvin C. Stakman of the University of Minnesota, former president of the American Association for the Advancement of Science.

George F. Zook, former president of the American Council on Education.

The above U. S. representatives were appointed by the President of the United States, as was the Congressional adviser, Representative Prince H. Preston, Jr., of Georgia. The following advisers were appointed by the Secretary of State:

Jalme Benítez, chancellor of the University of Puerto Rico.

Mrs. Emily Taft Douglas, a former member of Congress and wife of Senator Paul H. Douglas.

John M. Eklund, president of the American Federation of Teachers, AFL, vocational counselor for the Denver Public Schools.

Luther H. Evans, Librarian of Congress.

Frank L. Fernbach, Department of Education and Research, CIO.

Paul Green of North Carolina, Pulitzer prize-winning playwright, author of "Faith of Our Fathers" and other pageants.

Roscoe Martin, professor of political science at Syracuse University.

Frederick D. G. Ribble, dean of law at the University of Virginia.

John Schulman of New York City, attorney for the Authors' League and expert on copyright.

Advisers from the Department of State were: Charles A. Thomson, Counselor on UNESCO Affairs at the American Embassy in Paris; John Martin Cates, Jr., Mrs. Alice T. Curran, Richard Heindel, George Ingram, Miss Carol Laise, Samuel DePalma, David Persinger, and Howard F. Vickery.

By John L. Childs

William H. Kilpatrick— Pioneer in Education *in and for Democracy*

Dr. Childs, of Teachers College, Columbia University, is a member of AFT Local 2 and of the AFT Commission on Educational Reconstruction. He was recently awarded the Butler Medal in Silver for his contribution to the philosophy of education, particularly his studies of educational problems relating to spiritual values and public morality, culminating in the publication of his book, "Education and Morals."

WILLIAM HEARD KILPATRICK, regarded by many as the foremost teacher of this generation, was born November 20, 1871, in the small agricultural town of White Plains, Georgia. Arrangements are being made for the celebration this month of the eightieth birthday of this distinguished leader of American education. Members of the American Federation of Teachers will be happy to join in this tribute to Dr. Kilpatrick, for he has been a consistent and courageous supporter of the struggle of classroom teachers for a more secure and creative role in the total program of American education. Although not a member of the Federation, he has cooperated with its leaders in many critical situations to secure more adequate funds for the common public school, to resist pressures from reactionary groups of both the "right" and the "left," to develop a richer and more functional curriculum, to equalize educational opportunity, and to promote a more democratic pattern of educational organization and administration. The late Henry Linville, one of the founders of the American Federation of Teachers, was a close friend of Dr. Kilpatrick, and the two were associated in many public efforts for the improvement of education both in the City of New York, and in the nation as a whole.

Most opportunely, two important books dealing with the life, the philosophy, and the educational ideas of Dr. Kilpatrick have been published this year. The first of these is written by Dr. Kilpatrick and is published under the title,

Philosophy of Education.¹ In this volume, he present in comprehensive and systematic form the main elements in his life philosophy along with his leading ideas on the purposes, the methods, and the organization of education in a democratic society. Teachers who have never had the opportunity to study with Dr. Kilpatrick will find in this book an excellent statement of the principles of education which he developed through his own personal study, and through a twenty-five year period of shared inquiry with the thirty-five thousand teachers who were enrolled in his classes at Teachers College. These educational conceptions merit careful study, for they have played a formative role in the development of American education.

Biographer presents candid interpretation

The second book, *William Heard Kilpatrick, Trail Blazer in Education*, is an authorized biography by Dr. Samuel Tenenbaum, a former student of Dr. Kilpatrick.² During the course of the preparation of this book, Dr. Tenenbaum had many frank discussions with Dr. Kilpatrick about controversial points in his philosophy, and he was also given access to a day-by-day diary which was begun in 1904 and faithfully continued down to the present. Dr. Tenenbaum obviously enjoyed real freedom in the use of this informal, personal record, and he has written a moving and significant account

¹Kilpatrick, *Philosophy of Education*, Macmillan, New York, 1951

²Tenenbaum, *William Heard Kilpatrick, Trail Blazer in Education*, Harper & Brothers, New York, 1951

of both the personal and the public life of an eminent American educator. As one college head has observed, "this biography is an interesting and amazingly candid interpretation of the experiences and the reflections of a leading teacher."

In his introduction to this biography, Dr. John Dewey declares that "in the best sense of the words, progressive education and the work of Dr. Kilpatrick are virtually synonymous." He also points out that "Dr. Kilpatrick has never fallen a victim to the one-sidedness of identifying progressive education with child-centered education. This does not mean that he has not given attention to the capacities, interests, and achievements and failures of those who are still students, but he has always balanced regard for the psychological conditions and processes of those who are learning with consideration of the social and cultural conditions in which as human beings the pupils are living."

Kilpatrick and Dewey closely associated

At the conclusion of his introduction, Dr. Dewey says that "it has been a great satisfaction to me personally to have been associated with Dr. Kilpatrick in the effort to develop a philosophy of education which will give direction to the promotion of the educational practices within a school society that will render education progressive from kindergarten through the university in the sense of promoting the progress of our common human life and of a society ever growing and ever more worthy, free and just."

On his side, Dr. Kilpatrick has always been eager to acknowledge his own deep indebtedness to the philosophy of John Dewey. He is convinced that the American pragmatists—Peirce, James, and Dewey—have developed a philosophical orientation so basically in harmony with the scientific mode of thought and the democratic way of life that it opens a new phase in the history of Western thought. In the foreword of his *Philosophy of Education*, Dr. Kilpatrick states: "For the deeper formative influences that entered into the making of the book the author feels most indebted to the intellectual atmosphere created by that second generation who sought to digest and apply Darwin's *Origin of Species* to life and thought, most definitely to C. S. Peirce, William James, and John Dewey, with greatest indebtedness to

the last named of these three. The effort here made is to carry that atmosphere, that attitude, that outlook on life, practically and consistently into education, specifically into the problem of the aims which education should pursue and to the search for an educative process adequate to implement those aims."

One of the finest chapters in American education is the story of the generous and life-long cooperation of these two leaders—Dewey and Kilpatrick. The work of Dewey in logic, psychology, ethics, education, and social and political theory gained in operational significance and social importance because of Kilpatrick's great success in embodying these new principles in a challenging educational outlook and program. Teachers were deeply stirred by the philosophy of education developed by Kilpatrick because they found in it a working orientation, as well as a valued tool for resolving the problems which confronted them in their daily school tasks. On the other hand, Kilpatrick's pioneer work in education would not have acquired many of its most distinctive characteristics had he not been able to make use of the developing philosophical outlook of the American pragmatists.

Kilpatrick shares with his fellow pragmatists the conception that we live in a dynamic, growing universe, not in a static, closed system. He often refers to the notion of William James that "we live in a universe with the lid off." He emphasizes that in this "unlidded universe" events develop in unanticipated and novel ways, that human experience is precarious, and that life is maintained through a process of continuous adjustment. Although research science and technology have vastly extended human powers of control, they have not reduced the factors of novelty, contingency, and uncertainty in human experience. On the contrary, science and technology have, in certain respects, made the need for creative adjustment even more crucial, for they have so accelerated the rate of cultural change, that, today, "the time-span of important change is considerably shorter than the span of a single human life."

For Kilpatrick, important educational implications are involved in the recognition that change, novelty, and uncertainty are ultimate traits of existence. He emphasizes that our classical philosophical tradition holds that change is superficial and that "reality" in its

deeper dimensions is immutable—the same yesterday, today, and forever. He affirms that once we adopt the evolutionary standpoint and perceive that nature is a course of incessant change, our right “to fasten our conclusions on our children vanishes,” and that all efforts to indoctrinate the young in a closed system of belief and behavior becomes immoral. In sum, if reality is a process of unending change, the basic purpose of education should be to equip the young to deal with novel conditions as they occur, not to pre-adjust them to an alleged fixed and pre-determined life economy.

Education should provide opportunities for creative adjustment, says Kilpatrick

The process of experience, as Kilpatrick views it, calls for ability to make creative adjustments because life goes on in and by means of an environment. Environmental conditions are not only constantly changing, they are also of two kinds: those that are favorable to human interests and activities, and those that are hostile. “From this it follows,” he declares, “that the unit of study is not the person himself, not even the ‘whole person’ taken alone, but the person-in-active-interaction-with-his-environment. The situation impinges on the person, he undergoes (consciously feels the impinging, which does something to him); he responds actively, first, by feeling stirred, then by sizing up the situation, then by devising goals and means for controlling the situation, finally by attempting the actual control. The person thus actively feels hope or fear according as the future now at work offers promise or threat. Since this is typical of life, we can say that we live precariously or, with Dewey, ‘we live in a world where changes are going on whose issue means our weal or woe.’”

In the paragraph above Dr. Kilpatrick has described the characteristics of an act of conscious adjustment. Such an act of purposeful adjustment in which means are developed for attaining anticipated and desired outcomes is *intelligence*. It is Kilpatrick's conviction that the fundamental aim of all education should be to provide opportunity for this kind of creative adjustment so that the young may develop intelligence through first-hand experience in the resolution of problem-situations. For as William James stated in his *Psychology*, and as Dewey has made primary in his analysis of “the complete act of thought,” the “pursuance

of future ends and the choice of means for their attainment are the mark and criterion of the presence of mentality in a phenomenon.”

A conception of the “good life” and the “good society” is also involved in Kilpatrick's philosophy of education. His theory of that which makes life satisfactory and significant is organically related to his view that we live in a dynamic and not a static world, and that mind denotes the capacity to utilize and control our surroundings in the interest of human welfare. The deepest characteristic of the good life is significant functioning and the whole-hearted pursuit of shared purposes, not mere private possession, not mere contemplation, nor passive aesthetic enjoyment. The good is growth through activity, and an activity is good if it leads on to further activity. It is Kilpatrick's faith that in the last analysis only activities that are good possess this quality of progressive development and enrichment. “War, gambling, alcoholic excesses, may lead on powerfully for a while but in the long run instead of growth they lead to reduced living.” Thus it is from within the context of shared experience that we develop the criteria by which the moral worth of our actions is to be judged.

Democracy, for Kilpatrick, is both a form of government and an ethical pattern for group living. The democratic conception of society is ethically distinctive in that it denotes a society which knows no good other than the good of individual human beings, and which seeks through cooperative control to provide opportunity and equal treatment for all its members. For both the individual and society, growth is the inclusive good, and through the processes of voluntary human association, untrammelled inquiry, free discussion and criticism, and the democratic election of public officials, the common good is progressively developed.

“The end of education is more growing”

Thus in life and education the directing principle is “the reconstruction of experience”—a reconstruction which ever seeks to increase the meaning of experience and to extend the power of control over subsequent experiences. In Kilpatrick's own words, “the end of education is then more growing. It is in this sense that education is life. At each stage of education and of life we should most wish those activities that in turn most lead to other similar

fruitful activities. By this criterion we test life and education, institutions and procedures."

It was from the perspective of these inter-related philosophical ideas—the conception of the dynamic nature of reality, the view of the primacy of adjustment in a world market by the constant emergence of novel living conditions, the conception of intelligence as the purposeful re-ordering of environmental affairs for the enrichment of human life, the theory of the good as significant human functioning and achievement, and the interpretation of the good society as a democratic society in which all share in the development and the evaluation of the institutions under which they live—that Kilpatrick undertook to develop his program of education. In the biography, Dr. Tenenbaum describes this educational quest as follows: "Agreeing with Dewey that life was a social process, that the very personality of the human being was socially built; that there existed no conflict between social institutions and individual needs; that institutions were made to serve man and that they were necessary for man, Kilpatrick sought to isolate a unit of behavior that would be educative in nature, a unit of behavior that offered the maximum possibilities of growth for the whole person, his ethical, moral, intellectual and social self; a unit of behavior that would fit the needs of an individual living in a changing, dynamic, democratic society; a unit of behavior that would itself be a prototype of a life good to live and would lead a person to grow into an ever-better life; a unit of behavior that would permit him to interact with his environment and with society, so that he might link his self with a promise of intertwined personal and social growth."

"Wholehearted purposeful activity"—the core of Kilpatrick's educational conception

The result of Kilpatrick's search was the "project" principle, or what is now frequently called the "activity curriculum." The core of this educational conception was emphasis on "wholehearted purposeful activity proceeding in a social environment," or more briefly, in the unit element of such activity, "the hearty, purposeful act." This principle for curriculum construction was outlined in an article published in 1918 in the *Teachers College Record* under the title, "Project Method: The Use of the Purposeful Act in the Educative Process." It was later reprinted as a pamphlet and over



60,000 copies of this pamphlet were sold. It was certainly one of the most influential articles on education published during the first half of this century.

Basic to the project principles was the psychological conception that a child learns what he practices, and that intelligence is not given at birth, but develops as the individual grows in his capacity to turn his felt needs into purposes and to use the environment as means for the attainment of his purposes. In other words, the child grows in intelligence as he learns through his own first-hand experience to project ends and to create means for the achievement of his ends. It is only as the school provides the young with opportunity to participate in activities in which they "conceive, plan, execute, judge and evaluate a task peculiarly their own" that it meets the conditions essential for the development of mature human personality.

Kilpatrick recognized that if pupil projects were to be real, they must be developed in the context and the grip of actual life-situations, and they would fail if they were artificial classroom activities, designed merely to keep the children "interested." He declares, "I am myself strongly convinced that community service, properly directed, is *par excellence* the living means of building moral and civic responsibility in youth." He has consistently urged that youth should "participate in the normal ongoing life of the community, to serve in day nurseries, parks, settlement houses, community projects, government agencies" and the like. In sum, he believes that "as the child interacts with his environment, as he tries to adjust to its

demands, he develops purposes, objectives, goals, aims, needs, wants; and it is these purposes, objectives, goals, aims, needs and wants that should serve as the central focus of the school; this should be its curriculum, not the mastery of books, nor the passing of examinations, nor the acquiring of information."

Kilpatrick has desired that motivation for learning be *intrinsic* to the tasks with which the young are occupied, and, in consistency, he has opposed the use of such *extrinsic* devices as "rewards, prizes, honors, medals, badges, commendations, marks, whether awarded in or out of school." He has insisted "that the main purpose of education was not to teach a child *what* to think or *what* to know, but to teach him *how* to think, how he could become an independent, self-directing, self-reliant person who could intelligently manage to meet his problems in a dynamic, changing world."

Not all pragmatists agree entirely with Kilpatrick's educational proposals

Not all who share the general pragmatic point of view in philosophy would be in full accord with all of Dr. Kilpatrick's educational proposals. Actual experience has shown that excellent as these principles are, they are not entirely free from ambiguity. The emphasis on pupil initiative, for example, has led some to support an extreme child-centered school program, in which freedom has been construed as the mere absence of external constraint, and Dr. Kilpatrick has been critical of this interpretation of his ideas. Many pragmatists believe that the *how* and the *what* of good thinking and good educational procedure are more intimately related than some of Dr. Kilpatrick's statements seem to recognize. Still others believe that whole-hearted pupil activity and emphasis on systematic learning from the use of books are wholly compatible, indeed, they would contend that respect for the child involves respect for knowledge. Still others believe that the development of a more functional school requires as a necessary counterpart the development of a more socialized, functional economy than we have in our country at the present time. In this connection, it should be recognized, however, that Dr. Kilpatrick has often emphasized that educational reconstruction and social reconstruction must be carried on in relation to each other, and he has also frequently emphasized that pupil projects and

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the acquiring of knowledge are not opposed to one another but actually go hand in hand.

Undoubtedly there are real difficulties associated with the development of a comprehensive "activity curriculum." Thus far, the greatest success has been achieved at the early age level, and more difficulty has been encountered in developing a secondary school which has all of the merits of a functional curriculum, and which at the same time provides for continuous growth in scientific understanding and in adequate historical perspective. But one does not abandon a valuable point of view simply because there are difficulties associated with working out its implementation. A much more appropriate response is to attempt to discover what can be done about overcoming the difficulties. This may lead to many things even including the review and the revision of certain current interpretations of the nature and the meaning of an activity school.

But Kilpatrick has strengthened the cause of democratic education and civilization

But the problem of the future of the functional curriculum is not our primary concern in this article. Here we are interested in calling attention to the life and thought of a great leader of American education and American democracy. The cause of the common school and the cause of democratic civilization, itself, are both in a stronger and healthier condition because of the work of William Heard Kilpatrick. On the occasion of his eightieth birthday, the members of the American Federation of Teachers remember with deep satisfaction what Dr. Kilpatrick has done to develop a free school in a free society. We hope that he will be able to continue for many more years his magnificent work on behalf of democracy and education.

THE COMMITTEE ON INTERNATIONAL RELATIONS REPORTS

The convention workshops on international relations

OUR locals are off to a fine start on a functional program on "Teaching for International Understanding" and "Getting the Know-How on International Educational Interchange."

The Department of State, through the good offices of Howland Sargeant, Deputy to the Assistant Secretary of Public Affairs, made the progress possible. Mr. Sargeant likes to see a practical job well done. So he helped to have two experts sent to the AFT convention in Grand Rapids: Dr. Ruth McMurry of the UNESCO Relations Staff and Mr. Gilbert Anderson of the Division of International Exchange of Persons.

Two workshop groups meet during convention

Even in the midst of the convention hurly-burly, under the guidance of these two experts the convention committee on international relations, with Frances Comfort as chairman, convened two workshop groups: one to continue the project started in New Orleans in 1950 on compilation of materials *actually* used and usable in classroom work in teaching for international understanding, and the other to prepare a composite booklet telling teachers and other interested persons *exactly* how they can seek to participate in the exchange program conducted and financed by our Government.

These workshop groups met late and early, but never during a convention session. "UNESCO Fellows" who had participated in UNESCO Seminars were there to tell of what actually happens at these Seminars and to discuss the potentialities for future developments. There was Rebecca Simonson of Local 2, New York, who had been at the Seminar on Early Childhood Education, in Prague in 1948. She had learned plenty there! And she shared with us the experience as well as the information gained. Then there was Henrietta Hafemann Miller, Local 1, Chicago. She had been at the Adelphi College Seminar in 1948, on Teaching about the United Nations. She's still putting to good use the programs she helped develop there.



From Ruth McMurry the workshop on "Teaching for International Understanding" received the essential practical advice stemming from her rich academic training and her brilliant teaching career in the United States and in the many foreign countries that have sought her services. A number of our members had studied at Columbia and in European seminars under Dr. McMurry.

The group studied the problems of making more easily available to the teachers and to the children and youth in our schools dynamic materials on international relations. They reviewed UNESCO materials on the improvement of teaching and teaching materials in the fields of history and geography, which were developed through the UNESCO Seminars and the follow-up conferences in the United States. This survey of available material was there synchronized with the practical programs which these classroom teachers had already undertaken. Then under the skillful guidance of Dr. McMurry plans were made to develop further a number of the most promising projects in the field of international relations which have already been undertaken by members of the AFT.

Book on actual classroom projects planned

We are now at work compiling "our book" on actual classroom projects. The committee is eager to get every teacher in every local to realize that *his own classroom approach*—unique, new, or traditional—is wanted for this book. The Department of State continues to stand ready to help us get factual information for teachers for current use in classroom projects as they may continue to be developed.

These 100 or more classroom projects to be gathered from the locals are to be compiled into a single volume, edited and made ready for distribution at the January UNESCO conference.

Those who help plan and develop this practical project from teachers and for teachers are to be specially invited by the Department to participate in the January UNESCO conference in New York, Miss Constance Roach, Assistant Director for Program Operations, has told us.

The workshop on "Getting the Know-How on International Educational Interchange" really got the know-how. Gilbert Anderson knows the facts; he knows the programs thoroughly. His skillful, informal approach got this second project well under way also. The workshop is now in its follow-up stage, planning to have for public distribution by January a booklet telling teachers in simple language how to obtain an exchange position in the country of their choice.

Department of State offers assistance

Mr. Anderson told the workshop that the Department of State was hoping to help teachers really know the exchange program because there is now a well established belief in the practical value, in terms of international good will, of educational exchange. In the last few years, starting with the Cultural Cooperation Program with the other American Republics, the United States Government has entered into this type of activity. Exchanges of leaders, professors, teachers, and students have been fostered in an ever increasing number since the close of World War II. He pointed out that we are still in the initial stages of realizing the possibilities for friendship and understanding which such programs hold—if they are understood and fully utilized. That's why we are planning to help in bringing about an understanding of them.

It is now up to every local to follow through on the projects which were launched at the convention workshops. Already we know that a hundred reports are being prepared. *Is your local participating?*

Six project reports already started

The following project reports will be included:

"What Causes Good Traditions to Continue and What Maintains Traditional Prejudices?" and "Know the *What* and Work on the *How*" (a report on a community experiment at the elementary school level in Louisiana).

"Science and Invention *from* and *for* All of Us" (biographical studies in general science



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classes at the junior high school level being started in Michigan).

"What the Chicago Curriculum Is Doing on International Relations" (a composite report at the senior high school level).

"Eating Each Other's Foods and Liking Them" (a Kansas junior college project).

"A United World at Work in a New York Public Elementary School" and "New England Central Labor Unions' International Background for International Work" (programs aimed at preserving the cultural heritage of each group and developing respect for all groups merged in our America).

"The Western Tradition—the Philosophy of the Wide Open Spaces—at Work in a Tight World" (a story of our Northwest, its philosophy, history, and practices, being prepared in Montana).

We're counting on Henrietta Hafemann Miller of Chicago and Frances Comfort of Detroit to edit this composite volume.

Exchange workshop has specific assignments

The exchange workshop, under the chairmanship of Richard Brett of Waukegan, Illinois, and with the editorial help of Margaret McGill of Woonsocket, has specific assignments well under way also: Alabama's project will be "Study Abroad for Teachers"; in Rhode Island, Providence will prepare the guide on "British-American Teacher Interchange" and Pawtucket will work on "Fulbright Programs and Teachers of English in American Centers Abroad"; Washington, D.C., will have "Point Four" as its project; and Massachusetts, "U. S. I. E."

These are significant projects. Their success depends on the active participation of the members of all the locals.

AFT Members Engage. in Important Labor Activities Abroad



DURING recent months we have received information concerning a number of AFT members who have been serving in important labor posts abroad or have been sent on special missions of unusual significance. Photographs of three of them are shown here. In addition we received news of several other members who are engaged in similar activities.

Left: HENRY RUTZ, AFL's Special European Representative, delivering an address at the May Day ceremony in Berlin.

Below: Part of the 600,000 persons assembled in the Platz der Republik in Western Berlin. The crowd was lined up against the bombed-out Reichstag building in the background three blocks away.





JOHN CONNORS (center), formerly an AFT Vice-President, now Director of AFL's Department of Education, was a member of a three-man team of workers' education specialists sent to France by ECA to exchange information and ideas with French workers. This photograph shows (left to right): France Compagnon, of the French Force Ouvriere; Elwood E. Phelps, Workers' Education Director of the Oil Workers, CIO; John Connors; Frank McCallister, Labor Division, Roosevelt College, Chicago; Roland Favreau, ECA interpreter.

VIDKUNN ULRIKSSON, of the University of Wisconsin Teachers Union, associate director of the University of Wisconsin School for Workers, has been appointed Labor Attaché to the American Embassy at Kjakarta, Indonesia. Dr. Ulriksson sailed on November 1 and will be away for two years.

MRS. ALICE HANSON COOK, of Local 3, Philadelphia, served in Germany as Labor Education Expert of the Office of Labor Affairs, HICOG.

CHRIS JORGENSEN, of Milwaukee, has been serving as Labor Attaché in Frankfurt, Germany.



PHILIP A. HELLER, AFT Local 189, at a farewell party given by the Austrian Federation of Trade Unions on the occasion of his leaving Vienna to become Labor Information Officer of the ECA Mission in Frankfurt, Germany. He had been in a similar position in Austria. In the photograph are (left to right): Karl Mantler, President of the Austrian Chamber of Labor, Anton Proksch, Vice-President of the Austrian Federation of Trade Unions, Mr. Heller, and Johann Boehm, President of the AFTU.

The 1951 AFT Workshop at Madison

By Fred Clayson

Local 1020, Monterey County, California

THE American Federation of Teachers held its 1951 summer workshop at the University of Wisconsin School for Workers at Madison, Wisconsin, August 5-17. The workshops have become an annual institution; when someone asked Arthur Elder, the workshop director, what the number of this one was, he replied that he had lost the count, as we have been having the workshops every summer for so many years.

Information-packed lectures - on labor history and labor philosophy

Dr. Selig Perlman, a distinguished AFT member, lectured daily on labor history and labor philosophy, fields in which he is a recognized authority. He has served on the University of Wisconsin faculty for many years and is now nearing retirement age; so the privilege of attending his lectures, based upon a lifetime of study and rich experience in the labor field, will not be enjoyed by his students much longer. Dr. Perlman defends the pragmatic thinking of modern American labor leaders. The American labor movement, says Dr. Perlman, flirted with socialistic ideas in the nineteenth century but outgrew them, deciding that the way to economic progress for the workers lies not in the creation of a Labor Party or in following any new political theory but in constant effort to improve wages and working conditions on the job. Thus the labor movement is a strong stabilizing and conservative force in the United States, although it is constantly engaged in an effort to improve further the workers' standard of living.

A member of our Local 139, Dr. Morris Weisz, assistant to the Commissioner of the Bureau of Labor Statistics, gave a series of

lectures upon problems related to organization of white collar workers, including sources of useful factual material and techniques of organization.

In several information-packed lectures Dr. Arnold Steinbach described contemporary European developments in labor and its relation to labor in the United States, including an explanation of European labor's socialist bias, and an account of the new movement for international organization and cooperation among the labor forces of the world.

An active AFT member from Brown University, Dr. Philip Taft, presented a careful analysis and evaluation of the Taft-Hartley Law including an explanation of the reasons why labor is justly opposed to it. Dr. Taft also dealt with social security and teacher pensions and in discussing last year's controversy between the AFT and NEA concerning whether teachers should be allowed to vote to come under social security or not, showed why the AFT was right in contending that teachers should have been allowed to make the decision for themselves by their own vote.

Discussion by union officers and organizers

President John Eklund dropped in one day and spent a few hours discussing with us the relationships of the AFT to the NEA, the state associations, the local associations, central labor bodies, and state and national labor organizations.

Our national secretary-treasurer, Irvin R. Kuenzli, told us of his recent experiences in Europe with international teacher organizations. We were proud to hear that he is now the president of the International Federation

of Free Teachers Unions. We were interested to learn that WOTP has applied to come into the great new world teacher organization, the WCOTP (World Confederation of Organizations of the Teaching Profession), to which the AFT belongs.

John Fewkes told us of the remarkable success of Local 1, Chicago and of their many carefully organized activities and accomplishments. It is the Number One success story in the field of local teacher organization. It is obvious to the writer that if all the teachers in the United States could be comparatively as well organized as in Chicago, we could rival the American Medical Association as the strongest trade union in the United States.

Arthur Elder, director of the AFT workshop, was present at most of the sessions, always ready to participate in discussions and give us the benefit of his many years of labor union experience. His talks on school taxation were especially appreciated. If there is anything about school taxation you don't know, ask Brother Elder and he will either tell you the answer or tell you where to look for it.

Organizers Selden and Snow told of their experiences in the South and in Idaho, respectively, organizing new AFT locals. In the South the organizing problem is subject to the usual difficulties plus the race question. In

Idaho, where Dr. Snow organized a number of locals and a state federation of teachers, there is strong anti-union opposition from school boards.

Leo Kramer, New England representative of the American Federation of State, County, and Municipal Employees, gave us a talk on his organization, which has about twice the membership of the AFT.

Conferences on improving human relations

The conferences upon improving human relations were presided over by Lillian Herstein, a retired teacher who has the honor of being a charter member of Local 1, Chicago. Miss Herstein's hobby has long been to fight discrimination, whether anti-Negro, anti-Jewish, anti-Catholic, anti-union, or anti-American. Her conference sessions were a pleasure to attend and an inspiration to recall. Laws will help in the fight against discrimination but the main task is one of education, to teach people how to live together. This education must be effected through the schools, labor unions, churches, and other organizations.

From the melting pot of ideas expressed in discussion sessions it seemed clear to the writer that if we are to have much help from the labor movement we must get in it and *pitch*, not just vaguely watch the game as grandstand spectators.



Members of Workshop Staff and AFT Organizers

SEATED: Prof. Edwin Young, Director, School for Workers; Melvin Holz, Instructor; Morris Weisz, U.S. Department of Labor; David Selden, AFT organizer; Robert Oxmne, Assistant Director, School for Workers; Lillian Herstein, workshop section leader; Prof. Selig Perlman, School for Workers. STANDING: Bertram Gottlieb, Instructor; James Graham, recreational director; William Kuhl, School for Workers staff; Dr. F. C. Snow, AFT organizer; Arthur Elder, Director, AFT Workshop.

Where is the AFT headed? One thing is certain: the writer and thousands of other AFT members will not be content until their national teachers' organization reaches full effectiveness. Full effectiveness cannot be attained, however, until teachers display a more mature and responsible point of view than has been characteristic of most teachers to date; until now the great majority of teachers have been, if not content, at least quiescent in the child-parent relationship they assume, with their administrators in the parent role in their state and national associations.

Social affairs and recreation

Besides class sessions and bull sessions, we had many enjoyable social occasions in afternoons and evenings and on the week end: a picnic, visit to the student union, boat trip around Lake Mendota, visit to Frank Lloyd Wright's interesting school for architects at Taliesin, trip to the Wisconsin Dells, evening song fest, amateur show, lecture by the important Hindu political leader, Rammonohar Lohia.

A zestful workshop member from Cedar Rapids brought his motor boat along and happily combined play activities with scholarly pursuits; this was conveniently managed, as the Phi Gamma Delta House where we lived is situated right at the edge of beautiful Lake Mendota.

Money well spent

What more could anyone expect in a workshop? The only serious defect seemed to be that the attendance was not as large as it should be. Most of those who came—from all far parts of the United States—did so entirely at their own expense. It cost us money but it was worth it.

The writer, coming from a great distance, was enabled to attend the workshop only because of the generosity of the Jewish Labor Committee of New York City, which provided a \$100 scholarship, awarded with the idea in mind that the way to improve human relations and eliminate discrimination is, first of all, through education.



AFT Members at the 1951 Workshop

FRONT ROW: Helen Harvey, St. Paul; Doty Meiser, West Suburbs, Ill.; Bessie Slutsky, Chicago; Jessie Baxter, Lincoln Park, Mich.; Marion Stockton, Richmond, Calif.; Mabel Austin, New York City. MIDDLE ROW: Horace B. Fletcher, Tampa, Fla.; Martha Cederberg, Washington State; Eva Caner, Detroit; Marie Manning, Chicago; Ruth Metcalf, St. Paul; Anna Lacaze, New Orleans; Ruth K. Settle, New York City. BACK ROW: Omar Mitchell, Tampa; W. Owen, Cedar Rapids, Ia.; A. F. Tallman, Ottumwa, Ia.; Fred Clayson, Monterey County, Calif.; Hubert Kelly, Saugus, Mass.

"Here let him lie, his life a sacrifice
To all blind follies leading down to war. . . .
Soldier, now sleep in peace. Wake to that day
When pride and hate and war shall pass away."

Lines to Sgt. John Rice from *Dead Sergeant*, Arlington, by S. L. Housh

THE Human Relations Front

by Layle Lane

Chairman of the Committee on Democratic Human Relations



DEBITS —

Delray Beach, Florida, according to the *ADL Bulletin*, "has developed a community policy of anti-Semitism that has taken deep root among business men, civic leaders, and ordinary citizens." It is not a blatant discrimination but evident from occasional signs, such as "Exclusive Delray on the Gold Coast—Restricted," and from some of the communications of real estate agents: "All of Delray is near the ocean, much of it within walking distance. It is also the only city on the East Coast fully restricted to Gentiles, both as to buying and to renting."

Dr. Dominick Maurillo, New York State Board of Regents, has pointed out that of the 900 students admitted to the state medical schools, fewer than 40, or 5%, are of Italian-American origin. The cost of a medical education is several thousand dollars—a formidable barrier for a poor or middle class boy.

In Cicero, Illinois, a community of 70,000 population, a mob of several thousand stormed and stoned an apartment house to prevent the family of Harvey Clark, a Negro veteran of World War II and a graduate of Fisk University, from moving in. Policemen, including their chief, were in and about the mob but did nothing to stop the destruction estimated at \$50,000. Ironically enough, none of the mobsters have been indicted, but the attorney for Mr. Clark, the owner of the building, and the rental agent have all been indicted by the grand jury for "inciting to riot."

A 6-month survey of rural schools by the *New York Times* indicates that rural schools are providing an inferior education to large numbers of our children—12,500,000 out of a total school population of 26,000,000. "In general the teachers are poorly prepared, the building outmoded, and the course of study inadequate. The rural schools get a bare 35% of the total amount for education, while the urban schools get the remaining 65%."

CREDITS +

In an excellent article in the September 3 issue of *The New Leader*, Lillian Smith sums up recent improvements in racial relations in the South as follows:

A thousand Negro students attended white colleges in the South this past year.

All Baptist schools of theology in the South are now open to Negroes.

Catholic schools of college and graduate level in the South are now open to Negroes.

In Kentucky, many private colleges as well as state schools are accepting Negro students.

The public library in Louisville, Kentucky, and public libraries in several Southern cities are now open to citizens regardless of color.

In the District of Columbia and every state in the Union except Georgia, South Carolina, Texas, and Virginia, Negro graduate nurses are fully integrated into the state branches of the American Nurses Association.

There are now Negro members on a number of civic boards in various Southern cities.

Throughout the South, dining cars on trains are open to Negroes and there have been no "scenes" despite the fact that the taboo against eating together has been strictly observed for a long time by the large majority of white Southerners.

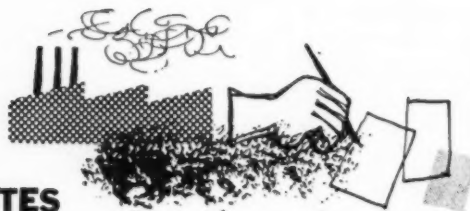
In the last national elections, about 750,000 Negroes voted [in the South]; it is estimated that 1,500,000 will vote in 1952. Now and then, there has been violence, even a few deaths, but always violence has come after Negro-hating speeches of politicians.

Speaking of changes that still need to be made, Lillian Smith says: "Of all the walls that should come down, the most important is segregation in public schools. It is here that the ritual of shame and arrogance does its most profound harm to the personality."

+

The school children of Tokyo, Japan, through the Friends of the United Nations there, sent 1,000 seedlings of the flowering cherry tree to New York State for use in the parks and around the UN site.

LABOR NOTES



by
Meyer Halushka

Local 1, Chicago

A TRADE UNION GLOSSARY

Closing the 70th annual AFL convention with a strong bid for labor unity, the approximately 700 delegates representing some 8,000,000 workers looked back on many hours of intensive work on resolutions and executive council reports, and addresses by a score of outstanding speakers, including: Maurice Tobin, Secretary of Labor; Oscar Chapman, Secretary of the Interior; Eric Johnston, Administrator, Economic Stabilization Agency; Michael Di Salle, Director of Price Stabilization; Manley Fleischmann, Defense Production Administration and National Production Authority; A. C. Croft, president of the American Arbitration Association; Paul Finet, former president of the ICFTU; Tetsu Katayama, first prime minister of Japan and leader of the Social Democratic party; Christian Fette, president of the German Trade Union Federation; fraternal delegates from Britain and Canada; and trade union leaders from Australia, Finland, the Free China Labor League, Pakistan, Tunisia, and Turkey.

During the session, which began on September 17 and ended on September 25, the convention:

1. Voted to expand labor's activities on the international scene as the best means of combating Communism, and urged revision of the Italian peace treaty and restoration

of sovereignty to Germany and Austria.

2. Urged prompt strengthening of price control laws.

3. Demanded that Congress act promptly on President Truman's request for changes in the Defense Production Act which would eliminate the amendments permitting all costs to be passed on to the consumers.

4. Heard a promise by Wage Stabilization Board Chairman Nathan Feinsinger that there will be no rigid wage freeze.

5. Increased the per capita tax from three to four cents a month per member.

6. Voted to expand political education work through: (a) a national drive for a minimum voluntary contribution of one dollar; (b) state leagues to conduct their own drives for voluntary contributions; (c) an immediate effort by all state leagues to seek out candidates worthy of labor support and capable of winning election in 1952; (d) drives to make sure that all union members are registered for elections.

7. Selected New York as the 1952 convention city.

8. Urged a revival of negotiations with the CIO looking toward an early consummation of organic unity between the AFL and the CIO. The delegates declared that functional

unity, as frequently proposed by the CIO, is no substitute for organic unity and cannot be accepted by the AFL.

"Today there is no difference at all over organization structure or form dividing the labor movement into its two national federations," the convention asserted. "With the exit of the CIO from the WFTU and its joining with us in forming and building the ICFTU, with the CIO having purged its ranks of Communists, even this obstacle to organic unification has been removed."

ILGWU Labor College starts second year

Thirty-one students selected from more than 150 applicants were enrolled in the International Ladies Garment Workers Union Training Institute at the opening of its second academic year. Fifteen are members of ILGWU or affiliated unions, five are members of other unions, and eleven are not members of any union.

The students will spend the first three, the seventh, the eighth, and the twelfth months in class work and the other months of the school year in supervised field work.

Among the faculty members are Stephen Vladeck of the New School, teaching labor law; Dr. Philip Taft of Brown University, labor history; Seymour Lipset of Columbia University, economics; and Abraham Weiss, ILGWU history.

Arthur Elder, chairman of the AFL Commission on Educational Reconstruction and President of the Michigan Federation of Teachers, is director of the Institute.

Equal pay principle gains

Maine became the sixteenth state to make equal pay for women teachers mandatory. Under the law municipalities are required to adjust salaries by 1954 so that women teachers receive the same pay as men for the same work and experience.



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Leo W. Minton, President





AFT members participate in Rutgers Labor School

The Hudson Shore Labor School, in cooperation with the Institute of Management and Labor Relations of Rutgers University, held the Fourth Annual Training Session in Workers Education Methods July 15-28, 1951 on the campus of Rutgers University.

Classes were held in the morning on Labor Issues of 1951, and Workers Education Methods Workshops were conducted in the afternoon. The evenings were devoted to programs and recreation.

The following AFL members were on the staff:

Charles Cogen (Workers Education Methods Course), Vice-President New York Teachers Guild, Local 2.

Monroe Berkowitz (Labor Issues—Government), Local 1024.

Jack Schyler (Labor Issues—Government), Local 1024.

Leonora Siegelman (Workshops), Local 189.

Pay checks for teachers getting larger

From 1925 to 1949, the average salary of public school teachers in cities rose approximately 84 percent, according to a study made by the U.S. Department of Labor, Bureau of Labor Statistics. This rise was much less than the 125 percent increase in weekly earnings of production workers in manufacturing.

In the Middle Atlantic States the rise was smallest. Salaries in the Southeast more than doubled.

Women needed for service occupations

The young woman who is entering college this fall, and the one who is a 1951 graduate, will discover that the accent today is on essential services—nursing, teaching, occupational and physical therapy, medical laboratory work, social case work, and home economics, just to mention a few of the fields which need women

workers and also offer a favorable long-range outlook. This is the job outlook for women workers as described in an article prepared by the Women's Bureau of the Department of Labor. The defense effort plays an important part in the demand for workers in the health-service occupations.

How much do you need to retire on a pension?

A "modest but adequate" level of living for a retired elderly couple costs between \$1,700 and \$1,800 a year at October 1950 price levels in the 34 cities surveyed by the U.S. Bureau of Labor Statistics.

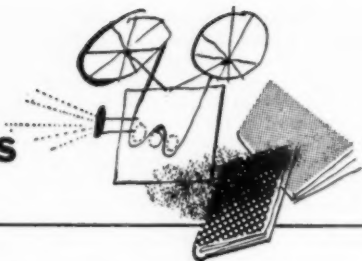
Cost estimates ranged from \$1,602 in New Orleans to \$1,908 in Milwaukee. (Since October 1950 the consumers price index has gone up about 8%.)

The budget applies to elderly couples who are able to get about and care for themselves, and who do not own an automobile.



The American Federation of Teachers had this display at the AFL Union Industries Show, which was held at Soldier Field, Chicago, last May. Hundreds of copies of the *AMERICAN TEACHER* and thousands of AFT pamphlets were distributed from this booth.

BOOKS AND TEACHING AIDS



A film on atomic defense

A new educational motion picture designed specifically to show how children can protect themselves in case of enemy attack with an atomic bomb was released recently by Encyclopaedia Britannica Films.

This film, entitled *Atomic Alert* (School, Home, Street) was produced as a result of innumerable requests from educational leaders throughout America for a film specially made for school age children. Teachers told EBF that, while there were some films on this subject for adults and theatrical distribution, they needed one produced just for use with America's 18,000,000 school age children.

Made in collaboration with the Institute for Nuclear Studies, Division of Physical Sciences, The University of Chicago, *Atomic Alert* features simplified explanations of nuclear fission by Professor Enrico Fermi, leader of research on the first atomic pile; Professor E. O. Lawrence, inventor of the cyclotron, a leading atomic scientist and Nobel prize winner; Professor Samuel K. Allison, director of the Institute for Nuclear Studies; and Professor Willard F. Libby, a leading research scientist in the study of radio-active isotopes. The more technical portions have been omitted, however, in a shorter film designed for elementary school children.

The film illustrates the basic methods by which each child can best protect himself and others from injury and possible death. The film shows that whether one is in the home, on the street, or in school, the best means of protection is to seek cover immediately. In the home, it is explained, everyone should go to the basement, which has previously been equipped with a survival kit; in apartments, to an inside room similarly equipped; in the street, to the nearest building or behind the best protection available; in the school, to previously designated shelters.

The film is designed to eliminate the fears of children that an atom bomb is synonymous with annihilation. *Atomic Alert* shows through dramatic action, animation, and narration that, even assuming failure of adequate defensive measures by the armed forces, proper precautionary measures can greatly improve children's chances during an atomic bomb attack.

Atomic Alert first establishes the fact that radio-active materials long have been known to science and that properly controlled the result of atomic fission may be highly beneficial. How nuclear fission is achieved

in the cyclotron and the atomic pile is then explained by Professors Fermi, Allison and Lawrence, and the methods by which the radio-active isotopes may be used to benefit mankind are developed by Professor Libby. The explanations of these famed scientists are interspersed with actual scenes and drawings of the atomic piles at the University of Chicago and Oak Ridge, Tennessee and of the cyclotron at the University of Chicago.

Next the film shows, through animation, how an atomic bomb explodes, explaining that two of the elements of the explosion are the same with all bombs: blast and heat. The atomic bomb, the film explains, has these two elements in a much higher degree, but also has a third element not present in all explosions—radio-activity.

The film illustrates that all three of these elements of an atomic explosion may be stopped to a greater or lesser degree by barriers such as wood, earth, or concrete.

Atomic Alert then points out that, although the free nations of the world are striving to prevent the use of the atomic bomb, we have means of intercepting enemies before a plane or ship carrying a bomb could reach our shores. However, if all these fail the film shows that adequate protection means that every person in the nation from the youngest to the eldest becomes a member of the national defensive team. To do his job on the team each child should know how best to protect himself and others.

How to pronounce 3,000 difficult words

THE AMERICAN PRONOUNCING DICTIONARY OF TROUBLESOME WORDS

By FRANK O. COLBY, Thomas Y. Crowell Co., New York, N.Y. 1950. 399 pp. \$4.50.

Here are 3,000 words which cause much trouble to users of the American language. The author shows ways in which the words are mispronounced and explains the standard pronunciation. He uses no phonetic symbols but spells out the pronunciation with the ordinary letters of the alphabet.

The concluding sections of the volume include a chapter on "Deflating the Broad A," "The Speaking Voice," and "Microphone Technique." It seems to be a sane and useful guide to correct speech.

Excellent selections from world literature

WORLD NEIGHBORS

By THELMA G. JAMES, WALTER R. NORTHCOTT, and MARQUIS E. SHATTUCK. Harper and Brothers, New York, N.Y. 1950. 520 pp. \$3.20.

Since much of the material in this book is definitely on a level to appeal to the more thoughtful high school senior, it makes an excellent contribution to the classroom library. There is an appropriate balance between modern and older literature, including a sampling of Plato, the Bible, and ancient Chinese literature.

The seven units are organized in general according to theme, but frequently the material is arranged by type.

The thirteen short stories in the first unit were chosen to show that even in very different backgrounds human problems are much the same all over the world. Unit Two is a travel unit offering glimpses of Peru, China, Italy, England, and other places. This is supplemented by Unit Three, which portrays life in many countries. As a logical sequence, the next unit shows the contribution of these various peoples to American culture.

Unit Five, like Unit One, groups material by type, to include poetry and plays. The poetry is arranged around seven topics; the plays include two comedies and one tragedy, the inevitable *Riders to the Sea*.

The content of Unit Six is entirely modern, as its topic, "Highways of Science," requires. The selections are well chosen from contemporary writing by and about men of science. The final unit of the book presents man's aspirations for a better world and is a collection of fables, prose, poetry—expressions of the ideals which lead "Toward a New World."

One suitable illustration accompanies each unit, and, in addition, a list of provocative topics for discussion follows each selection. A supplementary reading list completes each unit.

World Neighbors is a volume prepared with a view to expanding the student's horizon and should be valuable in high school world literature courses.

What Jews have contributed to Western culture

THE HEBREW IMPACT ON WESTERN CIVILIZATION

Edited by DAVID D. RUNES. Philosophical Library, New York 16, N.Y. 1950. 922 pp. \$10.00.

Seventeen authorities, some Jewish and some non-Jewish, catalogue the contributions of Jews in the various fields of literature, art, science, medicine, philosophy, and sociology.

The opening essay by Dr. A. I. Katsch of New York University, titled "Hebraic Foundations of American Democracy," notes the influence of the Bible and the Jewish spirit in the molding of our country.

The article "The Fountainhead of Western Religion," by Vergilius Ferm, editor of *Encyclopedia of Religion*, discusses the Jewish roots and concepts in the development of Christianity and Mohammedanism. He concludes that "on the main issues Jews and Christians

belong together in a closely knitted heritage."

The book is primarily a compact Jewish *Who's Who* in the modern world.

A 43-page index and a selected list of source references will aid the reader in getting his facts.

MEYER HALUSHKA, Local 1, Chicago

How ECA helped Turkey

THE ROAD COMES TO THE VILLAGE

Published by the Turkish Information Office, 444 East 52nd Street, New York 22, N.Y. Free.

The text of a radio broadcast presented over NBC in June 1950 provides the material for this booklet. It is part of the ECA recovery story as it affects Turkey. Other materials on Turkey, including posters and films, are available at the same address without charge.

Recent publications of the U.S. Government

Send orders to the Superintendent of Documents, Government Printing Office, Washington 25, D.C.

BY THE OFFICE OF EDUCATION

Faculty Salaries in Land-Grant Colleges and Universities, 1949-50. Circular No. 283. 15c. Gives salaries of full-time members of land-grant institutions for the year ending June 30, 1950, and data on faculty salary trends.

Expenditure per Pupil in City School Systems, 1949-50. Circular No. 292, 1951. 48 pp. 25c.

A Manual on Certification Requirements for School Personnel in the United States. Circular No. 290, 1951. 182 pp. 70c.

Improving School Holding Power. Circular No. 291, 1951. 86 pp. 40c. A report on the work conference on "Life Adjustment Education" held in Chicago in February, 1951. Includes reports on steps being taken to correct drop-outs and proposals for research.

Vitalizing Secondary Education. Bulletin 1951, No. 3. 106 pp. 30c. A report of the First Commission on Life Adjustment Education for Youth.

Core Curriculum in Public High Schools. Bulletin 1950, No. 5. 32 pp. 15c.

Toward Better College Teaching. Bulletin 1950, No. 13. 71 pp. 25c.

Physical Education in the Child's School Day. Bulletin 1950, No. 14. 94 pp. 30c.

Movie Projectors in Public High Schools. Pamphlet No. 109, 1950. 16 pp. 15c.

In-Service Preparation for Guidance Duties. Misc. 3314-7a. One of a series of reports on counselor preparation. 30c each.

School Lunch and Nutrition Education. Bulletin 1951, No. 14. 12 pp. 10c. Some questions and answers prepared under the direction of Edna P. Amidon.

BY THE DEPARTMENT OF STATE

Preparation for Tomorrow. Department of State Publication No. 4138. 1951. 54 pp. 25c. A German boy's year in America.

Confuse and Control. Department of State Publication No. 4107. 1951. 108 pp. 30c. Soviet techniques in Germany.



from the **LOCALS**

Minneapolis court order restrains Board from requiring signed contracts

59 & 238 MINNEAPOLIS, MINN.—A court order temporarily restraining the Minneapolis Board of Education from requiring teachers to sign job contracts was granted to the Minneapolis Federation of Women Teachers and the Minneapolis Federation of Men Teachers. The teachers were being required to sign contracts as a condition for receiving a pay increase. However, the ruling affects only teachers on tenure; teachers on probation continue to work under a signed contract for three years.

The Federations had protested that the contracts were one-sided in favor of the board of education. In turn the board claimed that the union could not be a party to a suit, since it was not an entity under contract with the board of education. The court order acknowledged the right of the union to act to protect its

members as a class and stated that under Minnesota law cities of the first class could not compel teachers who have tenure to sign contracts. Furthermore, the contracts that the teachers would have had to sign compelled them to agree to abide by all rules and regulations of the school board and laws of the state. The court order stated: "It is one thing to make rules and regulations and another to compel teachers to agree in the future to rules and regulations not yet made."

The board of education stated that the entire purpose of the contracts had been to enable the administration to know how many teachers would be available for the opening of school the following fall and thus to avoid last-minute summer recruiting. However, the court order stopped all work on contracts until a final decision is handed down.

Ten achievements are listed by Milwaukee Teachers Union

252 MILWAUKEE, WIS.—The Milwaukee Teachers Union legislative representative reports the following achievements:

1. Raising the maximum step and placing the single salary schedule on a time-preparation-experience basis.
2. Placing coaching, and extra-curricular assignments on a job basis, rather than an hourly basis, and increasing the pay schedules for these assignments.
3. Recognizing that other extra-curricular assignments are part of the regular school day, with deductions allowable against teacher-pupil ratios, so that other teachers will not carry the extra load.
4. Creating and expanding the in-service training opportunities which can be credited to the salary schedule.
5. Eliminating the required year of substitute service for beginning

teachers, which previously placed Milwaukee at a disadvantage in hiring qualified applicants.

6. Ending the discrimination against appointment of married women teachers.

7. Allowing full pay for absence due to sickness and quarantine, ending the long struggle for this humanitarian policy.

8. Improving sabbatical leave provisions to allow half-pay instead of \$800 per year.

9. Revising the cumulative record folder in an attempt to reduce clerical work required of teachers.

10. Recommending changes in the teacher rating system.

Most of these policy changes were expected to go into effect during the 1951-52 school year. They indicate a healthy progress in school administration.

Colorful book on Hawaii written by President of Michigan Federation

231 DETROIT, MICH.—Albertine Loomis, president of the Michigan Federation of Teachers, is the author of a book published in the spring of 1951. It is called *The Grapes of Canaan* and records the dramatic story of a band of Americans who went to the Hawaiian Islands in 1820 and by means of a spelling book, the Bible, and their indomitable spirit brought about great changes. The journals of Miss Loomis's great-grandparents, members of the group, provided her with the material for her story. She hopes to revisit Hawaii soon to gather material for another book on a different aspect of the colorful island's history.

Better salaries won by Wisconsin colleges

253 MILWAUKEE, WIS.—Salary increases of \$20 to \$30 monthly have been given to teachers in Wisconsin's state university, its extension division, and its state teachers colleges. Local 253, at the University of Wisconsin Extension Division in Milwaukee, first urged a salary increase in the fall of 1950. Later there was joint action by the teachers' unions in Milwaukee, Madison, and the state teachers colleges in support of legislation to make salary increases possible.

The increases are permanent additions to faculty salaries and are apart from any increases given annually by the regents on a merit basis.

Mrs. Simonson cited by Trade Union League

2 NEW YORK, N.Y.—Rebecca Simonson, president of the New York Teachers Guild, was honored by the Women's Trade Union League. At their annual meeting in the spring she received a citation as "Labor's Woman of the Year."

Progress in Anderson demonstrates value of union membership

519 ANDERSON, IND.—An excellent salary schedule has been negotiated by the officers of Local 519. Starting with \$2,800 for teachers with a bachelor's degree and reaching a maximum of \$5,250 in 15 years for those having a master's degree, the schedule is one of the best in the United States for cities of comparable size. Some of the smaller cities which are suburbs of large cities have maximum salaries a little higher than those in Anderson; but few other cities of the size of Anderson have as good a schedule.

One of the interesting features in the Anderson schedule is that a large percentage of the teachers are at or near the maximum. In many cities attractive schedules exist on paper, but few teachers are in the higher brackets.

A sad state of affairs existed when the Anderson local was organized in 1936. The charter was hidden in the

vault of the Central Labor Union and discussions of "democracy in education" were conducted in a broom closet with the lights turned out, and in the back yard of a home after dark. That was Anderson, Indiana, in the United States of America in 1936. Now, only fifteen years later, this city stands forth with a salary schedule of which it may be proud.

California seeks tenure

771 OAKLAND, CALIF.—Of the approximately 63,000 full-time teachers in the state of California only about 40% have permanent status. Only a handful of teachers in the small school districts, which are not under the mandatory provisions of the tenure law, have been given tenure. The Federation recently introduced into the legislature a bill which would extend tenure to all school districts, but the bill was defeated.

Varied activities of Moline local bring results

791 MOLINE, ILL.—The Moline Board of Education has put into practice its stated policy of appointing teachers on the basis of the professional qualifications of the individual by employing its first Negro teacher, William A. Jenkins. He has a Ph.D. in English from the University of Illinois and will teach English in the junior high school.

Moline also reports that salaries have been increased so that a teacher with a bachelor's degree now starts at \$2,600 and reaches \$4,200 in sixteen years, and a teacher with a master's degree starts at \$2,800 and reaches \$4,400 in the same period.

The local sponsored a community forum to which all the candidates for election to the Board of Education were invited. The response of the community and the cooperation of the local press were most gratifying.

Union Industries Show learns about the Chicago Teachers Union

The booth of the Chicago Teachers Union at the Union Industries Show in Chicago was cleverly designed both to show the activities of the Union and to give publicity to the bond issue which was to be voted on soon after the show closed. The display, the work of C.T.U. member Maurice Yochim, an art teacher in a Chicago high school, received many compliments for attractiveness and effectiveness.



UN Flag presented as memorial



A UN flag in memory of Herbert H. Murphy was presented to the Mount Vernon, N.Y. public library by the Mount Vernon Federation of Teachers. Mr. Murphy, the first member of the Federation to die, had taught in the Graham Junior High School. Left to right in the picture are: Jerry Moccio, Robert Barrus, Mrs. M. B. Hanauer, Miss M. Graham, Miss Theresa Murphy, President of the Federation, Mrs. E. Stasheff, President of the Library Board, Mayor William Hussey, and K. L. Maxson.

Banquet honors Lillian Herstein

1 CHICAGO, ILL.—Friends in the fields of labor and education honored Miss Lillian Herstein at a dinner upon her retirement from the Chicago public schools in June 1951. Miss Herstein's record of service to the teachers of Chicago and to the labor movement is a remarkable one. For almost twenty-five years she was a member (the only woman member) of the Executive Board of the Chicago Federation of Labor. She is continuing her activity as delegate to the Chicago Federation of Labor from the Women's Trade Union League.

At the dinner in Miss Herstein's honor, the speaker of the evening was Paul Douglas, Senator from Illinois. Other tributes came from former pupils and associates who have watched her dynamic career.

New York City to reach \$6500; New York State sets \$2500 minimum

2 NEW YORK, N.Y.—Under the new salary schedules which went into effect in New York City on October 1, 1951, all high school teachers then at the maximum went to \$6,300. On July 1, 1952, they will go to \$6,500 regardless of degrees held.

For teachers in other types of schools, the new pay scales continue to give holders of the master's degree or its equivalent \$200 more than those who do not hold the master's.

The junior high school maximum is now \$5,900 to \$6,100. On July 1, 1952, it will be \$6,100 to \$6,300, and on October 1, 1953, \$6,300 to \$6,500.

For elementary school teachers, including kindergarten-6B instructors, the maximum remains at \$5,675-\$5,875 this year, but goes to \$5,900-\$6,100 on July 1, 1952; \$6,100 to \$6,300 on July 1, 1953; and \$6,300 to \$6,500 on July 1, 1954.

The revised minimum salary schedules passed by the state of New York last spring represent an increase of \$500 for teachers on most steps. The principle of the single salary schedule is continued, as well as a state-wide policy concerning annual increments. Moreover, substitutes continue to receive annual increments up to the sixth year of service.

The law states that boards of education are not required to place any teacher above the twelfth step before July 1, 1952.

Promotions to the twelfth step are automatic, but the increments following the twelfth and fifteenth years of service are to be based on standards and conditions set up by the employing school districts. Because of these provisions many New

York teachers feel that there is danger of a rating system, although the law provides that the school authorities shall arrange for the "participation of classroom teachers in the formulation and subsequent revision of such standards and conditions."

The schedules are based on the size of population. Schedule A applies to places with a population of less than 100,000 except Nassau and Westchester; Schedule B to places having a population between 100,000 and 1,000,000, and also to Nassau and Westchester; Schedule C applies only to New York City, but since it establishes only the minimum scale, the schedules now in effect in New York City are considerably higher (see column 1 for schedules now in effect in New York City).

MINIMUM SALARY SCHEDULES FOR NEW YORK STATE

Vocational groups form council

212 MILWAUKEE, WIS.—Steps were taken in May to organize a state council of union vocational school teachers at a banquet arranged by members of Local 212, the Milwaukee Vocational School Teachers Association.

Reimburse AFT delegates

571 WEST SUBURBS, ILL.—Without being requested to do so, the school board voted to pay the AFT convention expenses of Loren Spires and Eleanor Lonek, delegates from the West Suburban local.

Step or year of service	A		B		C	
	AB	MA	AB	MA	AB	MA
1	\$2500	\$2700	\$2700	\$2900	\$3000	\$3200
2	2600	2800	2815	3015	3138	3338
3	2700	2900	2930	3130	3275	3475
4	2950	3150	3195	3395	3563	3763
5	3100	3300	3360	3560	3750	3950
6	3250	3450	3525	3725	3938	4138
7	3400	3600	3690	3890	4125	4325
8	3550	3750	3855	4055	4313	4513
9	3700	3900	4020	4220	4500	4700
10	3850	4050	4200	4400	4725	4925
11	4000	4200	4350	4550	4875	5075
12	4000	4200	4350	4550	4875	5075
13						
14	4300	4500	4680	4880	5250	5450
15						
16	4600	4800	5010	5210	5625	5825

Milwaukee gets improved sick leave policy

252 MILWAUKEE, WIS.—The sick leave policy of the Milwaukee public schools has now been liberalized. After several years of effort by the Milwaukee Teachers Union, a policy including the following provisions was adopted:

1. Full pay for personal illness or quarantine, or illness in the immediate family, for a total of 5 days in each year.

2. Half-pay for 25 additional days in each year before formal leave is requested.

3. Attestation of sick leave by principals who shall require a certification from a doctor, dentist,

osteopath, Christian Science Practitioner, or an assigned city physician or city nurse when leave extends beyond 3 consecutive days.

4. Accumulation of unused sick leave at full pay at the rate of three days at half-pay for each unused day at full-pay, to a maximum of 190 days at half-pay.

5. Reaccumulation of the 190 days at half-pay. This last was a specific MTU request. Many teachers were unaware of the fact that once having used any portion of the 190 accumulative days, they could no longer build up more by additional service.

Growing AFT group plans vital program

1020 MONTEREY COUNTY, CALIF.—The teachers of Salinas are pleased to report that their efforts have been rewarded: a special school tax proposition was passed, although only by a scant margin of 33 votes. Because school tax propositions have generally been defeated, the passage of this one is a tribute to the teachers' efforts. With the cooperation of the labor groups in the city they have also succeeded in electing a member to the Board of Education even though the incumbent was seeking reelection.

The local is looking forward to new and greater achievements as a result of an increase in membership. The group now includes a majority of the faculty of the high school as well as a number of members in

other schools. Plans have been made for activities which are designed to improve working conditions for teachers, to promote the interests of children, and to increase cooperation with the Central Labor body.

7% increase won by 809; plan counseling program

809 QUINCY, ILL.—The Quincy Federation of Teachers has secured a 7% salary increase. This increase was necessary if Quincy was to keep its qualified teachers and attract new teachers when needed. Under the new schedule the beginning salary is increased to \$2,600, and the maximum salary for a teacher with a master's degree and fifteen years' experience is \$4,300. A teacher with a doctor's degree and twenty-one years of experience could reach \$4,900.

Local 809 recently honored retiring members of the Board of Education at a reception. The guests also included new candidates for the Board.

Another activity of the Quincy Federation is its plan for a series of counseling meetings for high school seniors. This program is being launched this year.

Welcome new teachers

809 QUINCY, ILL.—The Quincy Federation of Teachers welcomed new teachers to the system by taking them on an auto tour of the city. On a later evening the new teachers, the superintendent, and members of the Board of Education were guests at a dinner, the fourth annual welcoming dinner sponsored by the local.

Mansfield presents salary study

703 MANSFIELD, OHIO.—The finance and research committee of the Mansfield Federation of Teachers has spent months in compiling data for a study of population, per capita wealth, and teachers' salaries in Ohio cities. This study was presented along with other materials to the Board of Education.

Some of the data collected are given below.

Population	City	Teachers' AB Max. Salary
30,197	Elyria	\$4800
27,981	Shaker Hts.	4650
909,546	Cleveland	4500
34,626	Norwood	4500
499,744	Cincinnati	4500
58,782	Cleveland Hts.	4500
67,878	Lakewood	4500
301,372	Toledo	4350
39,868	E. Cleveland	4350
273,189	Akron	4200
41,447	Euclid	4150
116,312	Canton	4090
373,821	Columbus	4050
167,643	Youngstown	4050
49,674	Warren	4037
27,893	Barberton	4000
50,819	Lorain	4000
28,852	Parma	4000
243,108	Dayton	4000
35,695	Steubenville	4000
49,425	Lima	3840
29,060	Sandusky	3835
29,076	Cuyahoga Falls	3819
26,112	Alliance	3800
33,624	Middletown	3800
44,243	Mansfield	3700
29,524	Massillon	3690
57,717	Hamilton	3590
78,029	Springfield	3550
34,178	Newark	3360
36,655	Portsmouth	3305
33,786	Marion	3100
40,372	Zanesville	2781

Local studies welfare and salary problems

202 SUPERIOR, WIS.—At a recent meeting of the Superior Federation of Teachers it was decided to make an extensive study of school board rules, regulations and salary schedules as set up in representative cities in the Middle West.

It was also decided to have a welfare committee appointed to rectify grievances which union teachers may have. It is expected that the local committee will be patterned after other successful committees found in cities where teachers' unions are established.

Jay Fisher, a member of Local 202, served as chairman of a committee set up by the Superior Federation of Labor to make a tax study. Also serving on the committee was Joseph Schmidt, president of the local.

Detroit surveys injuries

231 DETROIT, MICH.—In order to clarify several questions concerning compensation for disabilities, the Detroit Federation of Teachers made a survey of injuries suffered by teachers.

The reporter found that about 3% of the persons employed by the Board of Education had reported injuries incurred in the line of duty during a six-month period. Of these 19% received medical expenses and 5% received both medical expenses and compensation. All injuries, even very minor ones, must be reported, and, therefore, many of the remaining 76% were probably of a nature requiring no further attention.

Undaunted, Wilmington continues fight for tenure

762 WILMINGTON, DEL.—Local 762 was organized in Wilmington, Delaware, in response to the need of Delaware teachers for an effective voice in raising educational standards and in improving the welfare of children and teachers. One of the first problems of the local was the matter of teacher tenure. As early as 1945, an attorney was retained to prepare a tenure law, using those of Pennsylvania, New Jersey, New York, Ohio, and Illinois as guides. Every effort was made to make the law fair both to teachers and to boards of education. The law was introduced for passage by the state legislature. But the law died in committee.

In 1947 problems of salary were so much more important that the tenure law failed to attract public support. Again the law died in committee.

By 1949 tenure had become of greater importance than other matters and the bill gained some news-

paper and radio publicity. Opposed by the state officers of the PTA, by a laymen's group called the Council on Delaware Education, and finally by the state education association, the law died in committee.

These defeats, however, were not evidence of the futility of the Federation's effort; tenure had won enough publicity to be a plank in the 1950 election platforms of both Democratic and Republican parties. In October 1950, the dismissal of nine teachers led to a lively debate. The Wilmington local held to its course: the administration had the responsibility of dismissing incompetent teachers, but the manner of dismissal or non-reemployment was a procedure requiring clarification, if teacher morale was to be maintained. This time the attack on tenure was well coordinated. It included cries of "Communists teach in our schools," an accusation which was never supported by even the name of one such guilty teacher.

There were, too, the usual condemnations of a tenure law which "protects incompetents." At this point Local 762 felt that the public should be given the facts. A paid advertisement in a local newspaper told the public:

1. The local had never supported the policy of retaining incompetent teachers in office.

2. Tenure gives competent teachers the security necessary to do a better job.

Following the appearance of the advertisement the attitude of the press changed and fair publicity followed. Now in spite of opposition the bill came out of committee and even passed the Senate. However, after much pressure the bill was recalled and defeated. And so once more the tenure law is dead.

But the hopeful officers of Wilmington are not discouraged. Gradually they have made some progress in educating the public. And next time perhaps the law will pass.

Whitley County local aided by good publicity

1063 WHITLEY COUNTY, KY.—Exhibiting a definite sense of community-mindedness, the editor, Harold Browning, of *The Whitley County Republican*, has allotted a regular column in the county paper to the use of the Whitley County teachers union. The column has been written by Mrs. Stella Ball, former president of the local. It is attractively headed by a reproduction of the seal of the American Federation of Teachers, the title *A.F.T. NOTES* and the AFT motto—"Democracy in Education—Education for Democracy." Directly to the point the column presents educational problems and comments on pertinent subjects.

Mr. Browning's paper has also printed, recently, several letters from

teachers in its "From Our Readers" column.

The teachers of Local 1063 are conducting a vigorous educational campaign to inform the people of their area on school problems. Recently they arranged and conducted a mass meeting at which the county superintendent and various other leaders of the county spoke on the tax situation and other educational problems. Members are continuing to use every opportunity to keep the public informed.

Oahu joins AFT

1127 OAHU, HAWAII—A charter application from the island of Oahu, Hawaii was sent to the AFT national office recently by the AFL organizer in Hawaii. Apparently the teachers of Oahu have become weary of the inactivity of their other organizations. The charter was officially presented to the Oahu Teachers Union on May 31.

Mrs. Dickey heads Labor Commission

762 WILMINGTON, DEL.—Mrs. Evelyn H. Dickey, former president of Local 762, has been elected president of the Delaware Labor Commission. Governor Elbert N. Carvel had appointed her a member of the Commission in March 1950.

Elizabethton teachers sorely need union

1140 ELIZABETHTON, TENN.—A local with 59 charter members has been organized in Elizabethton and Carter County. With schools closed for summer vacation, organization meetings are seldom as large as this one, held on July 20.

Teachers of this area receive salaries averaging \$2,100, an amount more than \$1,000 less than the average wage of the AFL textile workers of the county. Teachers have pledged the strong support of the AFL group. The new local shows sufficient strength to accomplish much.

Grievance committee aids sick teachers

2 NEW YORK, N.Y.—As the result of protests by the Grievance Committee of the New York Teachers Guild, Associate Superintendent Jacob Greenberg has assured the Guild that the practice of asking teachers to take leaves of absence without pay when, because of illness or accident, they had to stay away from school for some weeks or months, will be abandoned. The teachers invited to take this type of leave were those whose attendance records prior to their most recent absence were considered poor. Obviously such leaves proved very costly to the teachers affected.

Labor group helps teachers win increase

437 MERCER COUNTY, N.J.—Trenton teachers have received a \$300 base increase for 1951-52, retroactive to January 1, 1951. This increase makes the maximum for a bachelor's degree \$5,100 and for a master's degree \$5,300. All teachers not already on the maximum also received the regular \$150 annual increment. The teachers are grateful for the endorsement by the Central Labor Union of their request for the improved salary scale.

Rhode Island holds successful state meeting

Approximately 1,000 members and guests attended the first annual convention of the Rhode Island State Branch of the AFT last May. M. Sophia Campbell, president of the Providence Teachers Union, was convention chairman.

At the opening session, at which Edward Melucci presided, greetings were extended by Edwin Brown, secretary-treasurer of the state branch of the AFL, Dr. Michael F. Walsh, Rhode Island Director of Education, and Irvin Kuenzli, AFT secretary-treasurer. Greetings were read from AFT President John Eklund and from Arthur Devine, president of the state branch of the AFL.

The afternoon panel discussions, sponsored by affiliated locals, were planned to bring groups together on the basis of subject interest rather than on the basis of grades taught. Panel topics were: "Reading for a Full Life," "What the Schools Should Do to Meet the Needs of Vocational Training for Industry and Commerce," "The Teacher's Personality," "Our Responsibility in Atomic Disaster," and "Education and Labor."

Many friends cooperated in making the program successful. Among them were Henry Brett, executive secretary of the Rhode Island Branch of the National Trades Association; Walter V. Clarke, author of an indus-



Attending the Rhode Island Convention were: Arthur M. Schlesinger, Jr., Harvard Professor and Pulitzer Prize winner; M. Sophia Campbell, now President of the Rhode Island Branch of the AFT and AFT Vice-president, as well as President of the Providence Teachers' Union; Mary C. Campbell, Secretary of the Rhode Island Branch of the AFT; and Edward M. J. Melucci, then President of the Rhode Island Branch of the AFT.

trial relations program used in the department of personnel of many industrial organizations; Brigadier General James A. Murphy, acting director of civil defense for Rhode Island; George W. Potter, writer for the *Providence Journal*; and Reverend Henry Robitaille, of the Providence Labor School.

For the evening program the Providence Teachers Union sponsored a lecture by Arthur Schles-

inger, Jr., on the subject, "Has the United States a Foreign Policy?"

There were no business sessions at the convention because the Rhode Island State Branch of the AFT holds monthly business sessions. All Rhode Island teachers were invited, whether they were AFT members or not.

Reports from many who attended indicated satisfaction and a desire for a repeat performance.

33 locals are in Illinois Federation; \$1800 to \$2600 minimum established in state

Continued growth is reported by the Illinois State Federation of Teachers. Not only has the membership increased but six new locals have joined the organization, bringing the total number of affiliated locals to thirty-three. Services to locals have been increased but despite this the treasury of the ISFT is in excellent condition and the defense fund, which operates to protect the tenure rights of union teachers, is in sound condition also.

The treasurer of the ISFT was re-elected for the fourteenth consecutive year. Oscar W. Anderson has

been in charge of ISFT funds for almost the entire life of the organization. Under the constitution he is the only officer eligible for re-election more than one time.

New bills passed by the Illinois legislature and approved by the governor include one providing a minimum salary for teachers, with the amount varying according to the length of training. For less than two years of training the minimum is to be \$1,800; for an AB, \$2,400; for an MA, \$2,600. These minimums become effective in July 1952.

State Federation formed in Idaho

Idaho now has a State Federation. Five locals—1087 Pocatello, 1093 Idaho Falls, 1101 Twin Falls, 1114 Shoshone County, and 1117 Lewis-Clark Federation—made the application. They represent over 200 Idaho teachers who are now mem-

bers of the AFT.

In addition to those appearing on the charter application there are also two more newly organized locals—1118 West Side Federation of Teachers and 1122 Boise Valley Teachers Guild.

Labor aids Montana AFT

From Kathleen McGuire, president of the Montana State Federation of Teachers, comes the following report of the legislative activities of the Federation:

"We secured the passage of a measure to expand at least slightly the money made available for schools. Because of this, most of the teachers of the state will receive a considerable increase in salary. In Butte and Anaconda, increases will average about \$600, we believe.

"Our funds were low, as is the usual state of affairs, but our good friend Jimmy Graham [the late president of the Montana Federation of Labor] came to our assistance. As a result, we were able to maintain our lobby during those weeks when it was essential that we be on the alert. Our complete expenses were provided by the Montana Federation of Labor. The teachers of Montana have always been indebted to Jimmy Graham and the Montana Federation of Labor, but after this session we feel that others should know of his fine work in the cause of education."

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Medal of Honor



Major General William F. Dean, of Berkeley, California—Medal of Honor. In the hard early days of the Korean War, when it was Red armor against American rifles, General Dean chose to fight in the most seriously threatened parts of the line with his men. At Taejon, just before his position was overrun, he was last seen hurling hand grenades defiantly at tanks.

General William Dean knew in his heart that it's every man's duty to defend America. You know it, too. The General's job was in Korea and he did it superbly well. Your defense job is here at home. And one of the best ways to do that job is to start right now buying your full share of United States Defense* Bonds. For remember, your Defense Bonds help keep America *strong*, just as soldiers like General Dean keep America safe. And only through America's strength can your nation . . . and your family . . . and you . . . have a life of security.

Defense is your job, too. For the sake of all our servicemen, for your own sake, help make this land so powerful that no American again may have to die in war. Buy United States Defense* Bonds now—for *peace*!

Remember when you're buying bonds for defense, you're also building personal cash savings. Remember, too, if you don't save *regularly*, you generally don't save at all. So sign up in

the Payroll Savings Plan where you work, or the Bond-A-Month Plan where you bank. For your country's security, and your own, buy United States Defense Bonds!

****U.S. Savings Bonds are Defense Bonds - Buy them regularly!***

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